



# SC Annual School Report Card Summary

Morningside Middle School  
CHARLESTON  
Grades: 6-8 Enrollment: 680  
Principal: Dr. Joseph Williams  
Superintendent: Dr. Nancy J. McGinley  
Board Chair: Mrs. Cindy Bohn Coats

**PERFORMANCE** Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

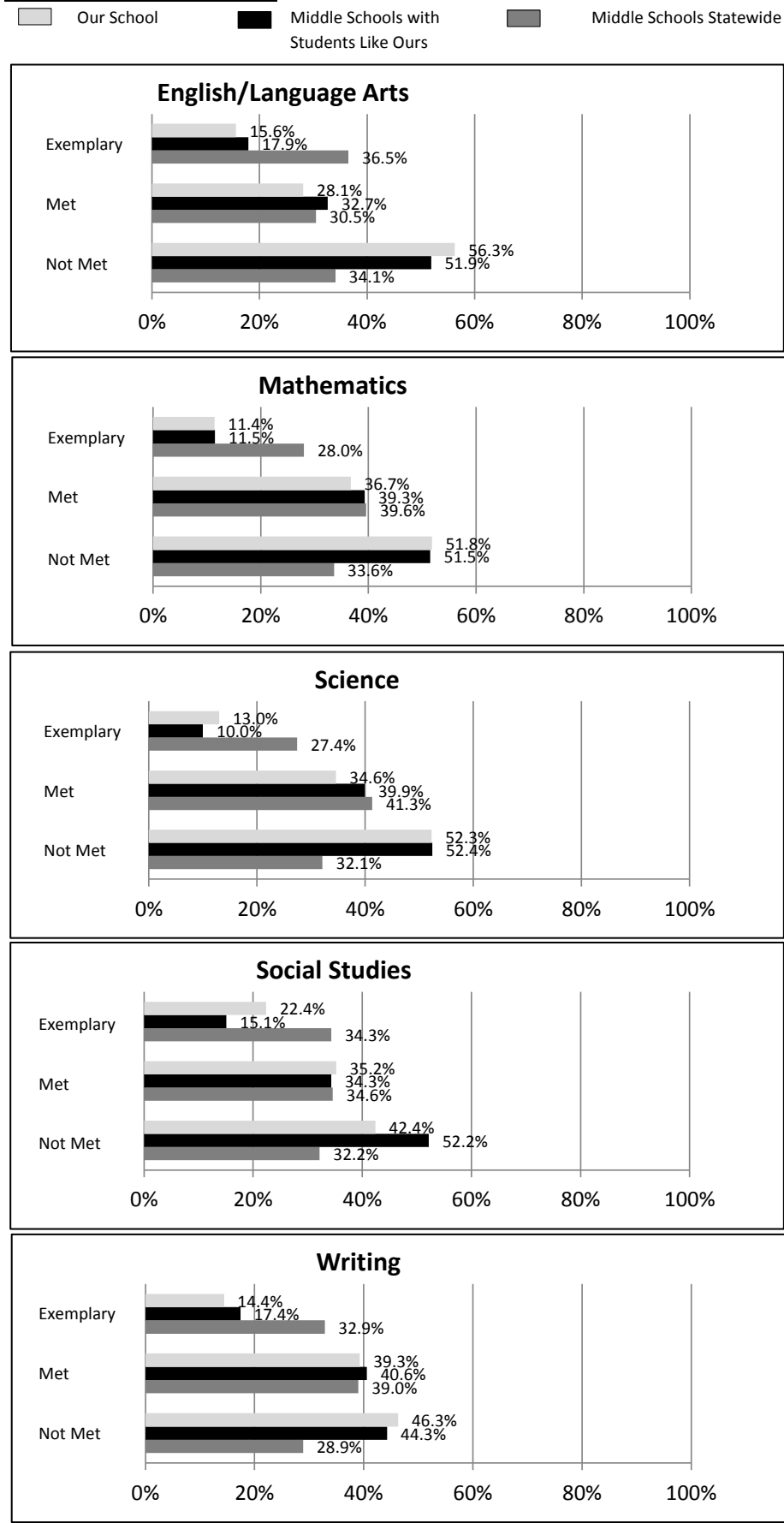
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Below Average	Average	TBD	TBD	F	N/A
2013	Below Average	Excellent	GOLD	SILVER	B	N/A
2012	Below Average	Average	N/A	N/A	C	N/A

## ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	10	27	14

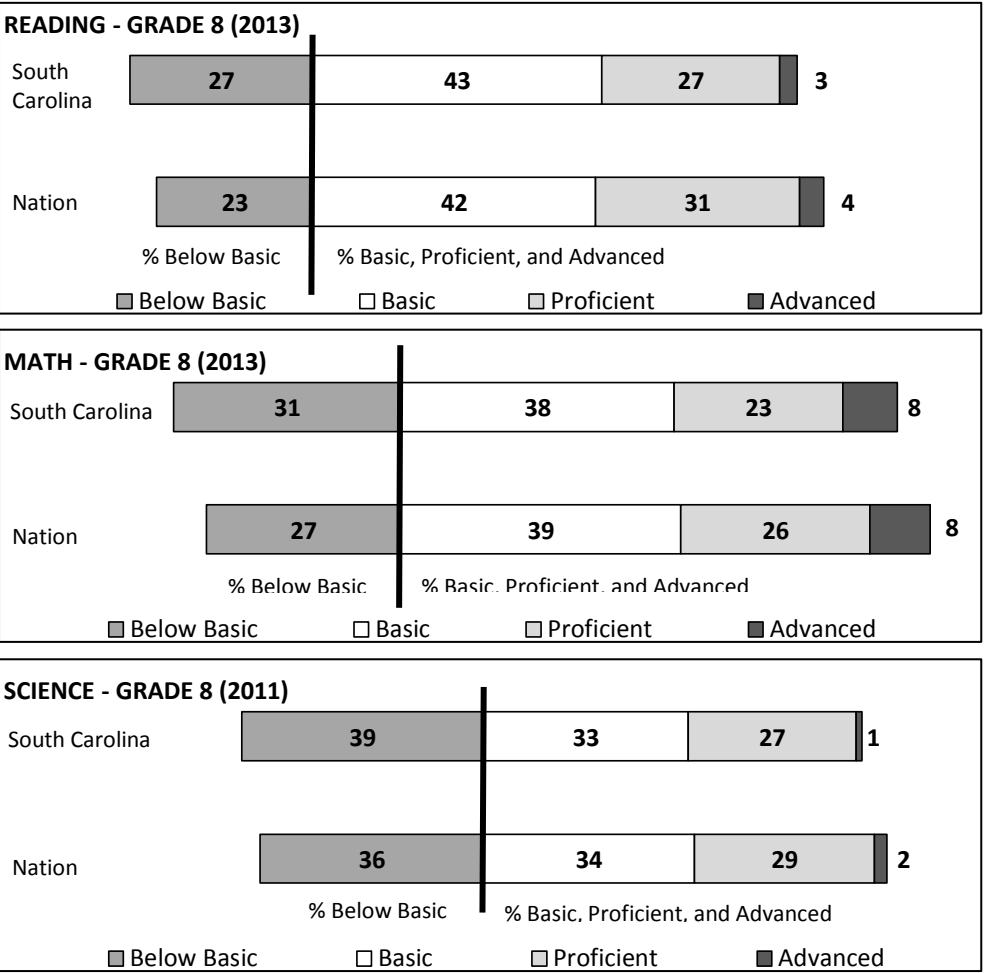
\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

## SC PASS PERFORMANCE



## NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## END OF COURSE TESTS - 2014

% of Students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	89.4%	94.2%
English 1	100.0%	84.7%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	92.1%	92.4%

## SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

## Abbreviations Key

N/A-Not Applicable    N/AV-Not Available    N/C-Not Collected    N/R-Not Reported    I/S-Insufficient Sample    TBD-To Be Determined

Morningside Middle School  
CHARLESTON  
SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle Schools
Students (n = 680)				
Students Enrolled in high school credit courses (grades 7 & 8)	31.0%	Up from 20.6%	14.7%	26.0%
Retention rate	1.7%	Up from 1.4%	0.7%	0.6%
Attendance rate	94.1%	No change	95.6%	96.2%
Served by gifted and talented program	12.3%	Down from 13.2%	6.6%	19.4%
With disabilities	12.0%	Up from 11.5%	16.4%	12.8%
Older than usual for grade	4.9%	Down from 5.8%	7.4%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	9.4%	Up from 7.9%	0.6%	0.4%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n = 59)				
Teachers with advanced degrees	49.2%	Down from 50.0%	60.6%	61.3%
Continuing contract teachers	62.7%	Up from 46.6%	60.0%	75.9%
Teachers returning from previous year	77.3%	Up from 67.9%	76.9%	85.4%
Teacher attendance rate	96.5%	Up from 93.7%	95.6%	95.2%
Average teacher salary*	\$42,084	Up 3.9%	\$45,218	\$47,081
Classes not taught by highly qualified teachers	18.7%	Up from 13.1%	15.6%	5.8%
Professional development days/teacher	10.6 days	Down from 26.2 days	9.8 days	10.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 15.5 to 1	17.7 to 1	21.5 to 1
Prime instructional time	89.5%	Up from 86.9%	89.6%	90.1%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.7%	98.3%	99.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$8,882	Up 66.7%	\$9,855	\$7,616
Percent of expenditures for instruction**	52.7%	Down from 54.0%	55.7%	62.0%
Percent of expenditures for teacher salaries**	52.0%	No change	54.7%	61.3%
ESEA composite index score	41.4	Down from 85.3	53.7	77.9

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	125	37
Percent satisfied with learning environment	70.0%	73.6%	70.3%
Percent satisfied with social and physical environment	75.0%	75.2%	61.1%
Percent satisfied with school-home relations	25.0%	84.2%	48.6%

\*Only students at the highest middle school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Morningside Middle School (MMS) completed its 5th year of single-gender education. This past year we were recognized as a Palmetto Gold Award recipient for overall scholar achievement. We also received a Silver Award for closing the achievement gap. The male academy, “ARMS,” stands for Advancement and Refinement of Men for Society, while the female academy, "EXCEL,” means Excellence in Creativity and Educational Leadership. The research on single-gender education is very positive and we have seen great results. In addition to single gender, we have created a very “data-rich” school where both staff and scholars are aware of the data and what changes need to be made to move it in a positive direction. Exploratory teachers teach both males and females at different times during the school day. Scholars continue to have opportunities to participate in co-ed activities such as tutoring, academic competitions, and incentive socials.

MMS continues to make systemic progress. Our accomplishments include both academic and behavioral due to the programs we have put in place such as: literacy and math support classes, student intervention committee (CORE team), and the Positive Behavior Intervention Support (PBIS). We also encourage completion of high school with strong college awareness. Scholars are exposed to both in-state and out-of-state college campuses through numerous field trips during the school year. Scholars enrolled at MMS have the opportunity to earn up to four high school Carnegie units while they are here, which increases their chances of high school and college completion. We have maintained a strong School Improvement Council (SIC) and parent and community involvement has steadily increased.

This year’s major school focus continues to be literacy. In order to support our efforts to raise the reading level of every scholar, we implemented reading courses four days per week. In the fall, all of our scholars were administered the AIMS Web Oral Reading Fluency assessment to determine individual needs. Four major levels of intervention were required in order to address the needs of all of our scholars. Scholars were then assigned appropriate reading interventions in order to help increase their fluency and comprehension. Scholars who need additional assistance in math are also able to take a math support class in addition to their grade level math class. The Academy, after school tutoring and support program, is available to all scholars free of charge and transportation is provided. An extended learning opportunity is also provided through our Saturday Academy Program which is free of charge and includes transportation.

While we continue to strive for academic success, MMS also works to develop the whole child. Each scholar is exposed to character traits and decision making through the Junior Achievement Program. We focus on health and wellness daily, stressing the importance of healthy lifestyles for healthy minds. We promote leadership and offer a well-rounded athletic program that encourages healthy competition. At MMS, Excellence is our Standard!

Dr. Joseph Williams, Principal                      Ms. Lashawna Watkins, SIC Chairperson